

9-12

Personal Fitness for Life

Curriculum Framework

Revised 2011

Course Title: Personal Fitness for Life

Course/Unit Credit: 0.5

Course Number: 485010

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Personal Fitness for Life

Personal Fitness for Life is a one-semester course that includes a planned curriculum that provides content and learning experiences in motor skills and movement concepts as they apply to physical activity, health-related physical fitness, and lifetime sports and recreation. This course encompasses the Personal Fitness for Life Content Standards defined by the Arkansas Physical Education and Health Curriculum Framework. This course is a prerequisite for Recreational Sports and Activities.

Strand	Content Standard
Movement Concepts	1. Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.
Health-Related Fitness	2. Students shall participate in fitness activities that promote and improve individual health.
Lifetime Activities and Recreation	3. Students shall understand the importance of health benefits from participating in lifetime recreational activities.
Personal and Social Behavior	4. Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.

*Each grade level continues to address earlier Student Learner Expectations as needed.

**Italicized words are found in the glossary.

Strand: Movement Concepts

Standard 1: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.

MC.1.PFL.1	Critique movement in a variety of activities by utilizing technology (e.g., video, digital camera, stop watch, heart monitors, <i>pedometers</i> , computer programs)
MC.1.PFL.2	Identify and apply proper concepts associated with participation in a variety of activities (e.g., weightlifting, stretching, running, breathing, warm-up)
MC.1.PFL.3	Differentiate between <i>anaerobic</i> and <i>aerobic</i> activities for improvement in endurance
MC.1.PFL.4	Differentiate between <i>isotonic</i> and <i>isometric</i> activities for improvement in strength and <i>flexibility</i>
MC.1.PFL.5	Differentiate between the components of the <i>FITT formula</i> : <ul style="list-style-type: none">• Frequency• Intensity• Time• Type
MC.1.PFL.6	Evaluate the three basic principles of exercise to personal fitness: <ul style="list-style-type: none">• <i>overload</i>• <i>progression</i>• <i>specificity</i>

Strand: Health-Related Fitness

Standard 2: Students shall participate in fitness activities that promote and improve individual *health*.

HRF.2.PFL.1	<p>Participate in a nationally recognized fitness assessment, pre-test and post-test, to determine the initial level of fitness and chart progress (e.g., President's Challenge, other nationally recognized <i>health-related fitness</i> tests):</p> <ul style="list-style-type: none"> • <i>cardio-respiratory</i> (e.g., mile run, step test, recovery rate, pacer) • <i>muscular strength</i> (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength) • <i>muscular endurance</i> (e.g., curl-ups, push-ups, step-ups, grip endurance) • <i>flexibility</i> (e.g., V-sit, sit and reach, shoulder stretch, trunk lift, body rotation) • <i>body composition</i> (e.g., BMI, body fat percentage, waist-hip ratio, skin fold)
HRF.2.PFL.2	Create a personal fitness plan based on a variety of physical activities, fitness profiles, fitness principles, and nutritional guidelines
HRF.2.PFL.3	<p>Participate in a variety of appropriate activities in each area of fitness by incorporating the <i>FITT formula</i> and the three basic principles of exercising:</p> <ul style="list-style-type: none"> • <i>cardio-respiratory</i> (e.g., <i>target heart rate</i> formula, bicycling, canoeing, dancing, jogging, hiking, running, swimming, brisk walking) • <i>muscular strength</i> (e.g., pull-ups, push-ups, modified push-ups, flexed arm hang, grip and bicep strength, <i>weight training</i>) • <i>muscular endurance</i> (e.g., curl-ups, push-ups, step-ups, <i>weight training</i>) • <i>flexibility</i> (e.g., stretching, rotating, yoga, <i>aerobics</i>, Pilates) • <i>body composition</i> (e.g., balanced <i>nutrition</i> and physical activity)
HRF.2.PFL.4	<p>Explore a variety of stress-relief strategies (e.g., relaxation techniques, laughing, deep breathing, imagery, exercise)</p>

Strand: Lifetime Activities and Recreation

Standard 3: Students shall understand the importance of *health* benefits from participating in *lifetime recreational activities*.

LAR.3.PFL.1	Discuss the benefits of participating in regular physical activity to reduce <i>chronic disease</i> risks: <ul style="list-style-type: none">• reduces blood lipids• lowers blood pressure• reduces stress• reduces cancer risk• reduces risk for diabetes• appropriate weight loss
LAR.3.PFL.2	Examine the benefits of lifetime participation in <i>traditional, adventure, or leisure activities</i> : <ul style="list-style-type: none">• <i>stress management</i>• maintain muscle mass• maintain <i>cardio-respiratory</i> fitness• maintain ideal body weight• promote social interaction
LAR.3.PFL.3	Develop a plan for personal fitness that takes into consideration: <ul style="list-style-type: none">• daily activities• economic impact (e.g., <i>health</i> care costs, membership dues)• employment• leisure time

Strand: Personal and Social Behavior

Standard 4: Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings.

PSB.4.PFL.1	Demonstrate responsible and considerate behavior in physical activity settings (e.g., accepts constructive feedback, displays courtesy to others, works independently, follows proper procedures, demonstrates fair play)
PSB.4.PFL.2	Recognize the impact of <i>peer pressure</i> on physical activity, participation, and performance

Personal Fitness for Life Glossary

Adventure activities	Non-traditional activity involving nature and environment such as hiking, camping, fishing, and others
Aerobic	A steady activity in which the heart can supply all the oxygen the muscles need
Anaerobic	Physical activity done in short, fast bursts in which the heart cannot supply oxygen as fast as muscles use it
Body composition	The ratio of body fat to lean body tissue including muscle, bone, water, and connective tissue
Cardio-respiratory	The ability of the heart, lungs, and vascular system to supply oxygen and nutrients to muscles during activity
Chronic disease	A disease that is ongoing
FITT formula	A formula in which each letter represents a factor important for determining the correct amount of physical activity F = Frequency, I = Intensity, T = Time, T = Type
Flexibility	The ability of various joints of the body to move through their full range of motion
Health	The state of physical, mental, and emotional well-being, not merely the absence of disease or infirmity
Health-related fitness	Physical fitness that helps a person stay healthy; includes cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
Isometric	An exercise that involves muscle contractions in which joint angle and muscle length do not change (e.g., wall sit)
Isotonic	An exercise that involves muscle contractions in which muscle length changes, therefore causing body parts to move (e.g., weightlifting)
Leisure activities	Use of free time for enjoyment while engaging in physical activity
Lifetime activities	Includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities such as tennis, golf, bowling, backpacking, canoeing, and racquetball
Muscular endurance	The ability of the muscles to exert force for an extended time

Muscular strength	The ability of the muscles to exert maximum effort
Nutrition	The study of foods and the process by which they nourish the body
Overload	Doing more physical activity than one usually does to improve fitness
Pedometer	A device that can be used to count the steps taken daily. Pedometers can be used as a motivational tool to provide feedback on the duration (distance) or intensity (distance over time) of physical activity
Peer pressure	Positive or negative influence peers consciously or unconsciously place on others to behave in certain ways
Progression	Gradually increasing the amount and intensity of physical activity to improve fitness
Specificity	Performing certain types of exercises to improve the specific parts of fitness (muscle strength, cardio endurance, muscle endurance, flexibility) or muscles (legs, abs, back, arms)
Stress management	Techniques used to prevent and deal with stressors
Target heart rate	Used to determine activity intensity; used to enhance the level of cardiovascular endurance; may be calculated by using the formula: (Maximum heart rate '220' – age) x 0.70 = target rate
Traditional activities	Long-established conventional forms of activity such as, walking, running, bicycling, and aerobics
Weight training	A form of fitness training that usually includes working with four variables: (1) amount of resistance (weight) per lift; (2) number of repetitions of each lift (set); (3) number of sets per workout; and (4) number of workouts per week

Appendix

Physical Education for Students with Special Needs

Every physical education class includes students who are high achievers, low achievers, and those in the middle, who comprise the majority. Effective instructional strategies take into account the diverse needs of very heterogeneous groups. Quality physical education involves adapting, modifying, and changing a physical activity so it is appropriate for all participants.

Some students come to physical education with motor or perceptual deficits, while others have more severe disabilities. Successful participation in physical activities by students with disabilities depends on the teacher's attitude and skill in providing instruction and support to all students. The teacher should encourage students to learn and experience maximum enjoyment in physical education by understanding students' specific needs and encouraging students who are not disabled to accept and support those who are disabled.

Children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program. Further, under Section 504 of the Rehabilitation Act of 1973, Amendments of 1991 (Public Law 102-42), Americans with Disabilities Act of 1990 (Public Law 101-336), Amendments of 2008 (Public Law 110-325), and Individuals with Disabilities Act (IDEA 2004, Public Law 108-466), such children may not be discriminated against by school personnel. Per IDEA 2004, "each child with a disability must be afforded the opportunity to participate in the regular physical education program available to non-disabled children unless (1) child is enrolled full-time in a separate facility, (2) child needs specially designed physical education as prescribed in the child's Individual Education Plan (IEP)." Service delivery options that must be made available to all children with disabilities are modified general physical education, specially designed physical education, adapted physical education, direct services, collaboration, and consultation.

In some instances an IEP team at the school (e.g., the physical education teacher, special education teachers, administrators, parents, and ancillary personnel, such as occupational therapists, recreation therapists, and physical therapists) will determine that the appropriate least-restrictive environment for a physical education program for students with disabilities is the general education class. To accommodate such students, the physical education instructor may have to make modifications and interventions.

In collaboration with the special education teachers and ancillary personnel, the physical education teacher can modify instruction to accommodate students with disabilities without diminishing the value of the class for those without disabilities. Problem-solving skills and modified approaches to movement can be offered.

Teaching methods can be adapted to meet the needs of students through provision of a direct tutor, a buddy system that pairs students with disabilities with other students, peer tutoring, task cards or individualized learning packets, circuit or station setups, contracts or independent student programs, and other approaches.

Other adaptations might include:

Ways to modify assessment

- Base evaluation on the student's potential and on pre-test and post-test comparison rather than on standardized scores
- Base measurement on what the student with disabilities is able to do rather than on what the student is not able to do
- Apply decathlon-scoring approaches to enable students with disabilities to compete for points against records that are appropriate to the student's physical status
- Provide specific devices or adapting equipment to aid in the manipulation of objects or one's self
- Vary size, weight, color, and texture of equipment

Rules of adaptations

- Adjust height and size of target or goal
- Add more players to a team to reduce the amount of activity and responsibility of any individual player
- Assign playing positions according to the abilities of the students with disabilities
- Permit the substitution or interchange of duties during participation
- Limit play areas if students' movement capabilities are restricted
- Have well-defined lines and boundaries
- Provide rest periods as needed
- Adapt rules for individual disabilities such as three-step dribbling using two hands to dribble, carrying the ball while it is on the student's lap in a wheelchair, or using a tee/ramp

Classroom management strategies

- Structure and predictable routine
- Clear expectations
- Brief instructions
- Positive reinforcement
- Proximity to teacher
- Verbal and visual cues

The physical education teacher should seek opportunities for informal talks with the special education teacher to develop methods for working with students with disabilities. When these students cannot participate safely and successfully in the physical education program, and when interventions have been ineffective, the use of the Individualized Education Plan (IEP) process for special education may be required.